



*"Where learning and play
come hand in hand"*

Charity Number: 1020795

All About the Special Educational Needs and Disabilities (SEND) Code of Practice

The Children and Families Act 2014 is wide ranging legislation updating the law as it relates to children and families. As part of this act, the process for identifying and supporting those with special educational needs and disabilities (SEND) has been revised. The guidance, the SEND Code of Practice, has received final parliamentary approval and came into force on 1st September 2014.

It is important to recognise that not all children with special educational needs (SEN) will have a disability and that not all children with a disability will have SEN.

Many children will have SEN of some kind at some time during their education. Early years can help children succeed, but some children will need extra help for some or all of their time in education.

The basic principles you need to keep in mind when thinking about your child's needs are:

All children have a right to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals and live fulfilling lives
- make a successful transition into becoming an adult – whether that's into further and higher education, training or work

All children with special educational needs (SEN) or disabilities should have their needs met, whether they are in early years settings (like a nursery or a childminder), in school or in college.

When making decisions about SEN or disabilities, your local authority must:

- have regard to the views, wishes and feelings of children and their parents/carers
- make sure that children and their parents/carers participate as fully as possible in decisions that affect them

- provide support to children and their parents/carers so that children do well educationally and can prepare properly for adulthood

Parents should have a real say in decisions that affect their child and should have access to impartial information, advice and support.

SEN support

Any support your child gets from pre-school should meet their needs.

The four stages of SEN support are

- Assess
- Plan
- Do
- Review.

Assess: Your child's difficulties must be assessed so that the right support can be provided. This should include, asking you what you think, talking to professionals who work with your child (such as their key person), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs.

Plan: Your pre-school needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – how your child will benefit from any support they get. All those involved will have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: The setting will put the planned support into place. The key worker remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress.

Review: The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

This cycle represents the 'graduated response' with increasing detail required each time, as the adults knowledge and understanding of the child's learning and progress lead to more effective support.

Practitioners and parents need to focus on the individual child, their current strengths, barriers to learning and participation in activities, keeping the child's needs at the centre of everyone's thinking.

Your child's setting will often be able to meet the needs of children through SEN support, although sometimes a child needs a more intensive level of specialist help that cannot be met from the resources available in the setting. In these circumstances, you or your child's setting could consider asking the local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children will have needs that clearly require an EHC needs assessment plan and once the local authority is aware of them it should start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document.

Further information

Should you require any further information please speak to the setting Manager – Helen Turner or the setting SENCO – Karen Haysom.